



International Baccalaureate®
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Collaborative planning in the PYP

Primary Years Programme

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Colegio Colombo Británico
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Purpose of the workshop	<p>To develop the following understandings:</p> <ul style="list-style-type: none"> • Planning is collaborative, across the curriculum (horizontally and vertically) and involves all teachers working with PYP students. • Understanding of the ways people think, learn and interact is basic to building collaborative working relationships. • Planning that addresses all of the essential elements supports the whole learning experience of each student. • Assessment is integral to the planning process and informs ongoing collaborative planning so that the PYP planner becomes a coherent record of teaching and learning. • Planning strengthens the transdisciplinary nature of the curriculum and ensures the pedagogy of the PYP is pervasive across the programme. • The PYP planner facilitates planning for and through inquiry that leads to the understanding of a central idea and provides a forum for ongoing planning and reflection • The ongoing process of collaborative planning incorporates students prior experiences and interests and differentiates to support the learner's inquiries • Systems and structures can facilitate/promote teachers planning and reflecting in collaborative teams.
What each participant should bring	<ul style="list-style-type: none"> • <i>Making the PYP happen: a curriculum framework for international primary education (2007)</i> • <i>Developing a transdisciplinary programme of inquiry (2008)</i> • The school's programme of Inquiry • A completed unit planner on which the participant has collaborated • Any policies/agreements/school documents relating to planning
<p>➔ Only those participants who attend all sessions will receive a certificate of attendance.</p> <p>➔ Recording and / or video- taping the workshop is not allowed.</p>	

THE INTERNATIONAL BACCALAUREATE ORGANIZATION

aims to develop inquiring,
knowledgeable and caring young people
who help to create a better and more
peaceful world through intercultural
understanding and respect.

To this end the IBO works with schools,
governments and international
organizations to develop challenging
programmes of international education
and rigorous assessment.

These programmes encourage students
across the world to become active,
compassionate and lifelong learners
who understand that other people, with
their differences, can also be right.

IB Mission statement - November 2002

Standard C2
The school has implemented a system through which all teachers plan and reflect in collaborative teams.
Practices
Common:
1. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.
2. Planning at the school takes place collaboratively.
3. Planning at the school enables all teachers to gain an overview of the students' whole learning experience.
4. Planning at the school is based on agreed expectations for student learning and in the context of a coherent programme.
5. Planning at the school accommodates a range of learning needs and styles, as well as varying levels of competencies.
6. Planning at the school addresses assessment issues throughout the planning process.
7. Planning at the school recognizes that, in practice, all teachers are language teachers and consequently appropriate consideration is given to their responsibility in facilitating communication.
PYP:
8. Planning at the school focuses on strengthening the transdisciplinary nature of the curriculum and on ensuring that the pedagogy of the PYP is pervasive throughout the entire programme.
9. Planning at the school addresses all the essential elements (concepts, skills, knowledge, attitudes and action).
10. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers.
11. Planning at the school includes provision for easy access to completed PYP planners.
12. Planning at the school provides opportunities for students to be involved in planning for their own learning and assessment.
13. Planning at the school is documented on PYP planners that are coherent records of the learning experiences of students in developing their understanding of central ideas.

Standard C3
Teaching and learning at the school empowers and encourages students to become lifelong learners, to be responsible towards themselves, their learning, other people and the environment, and to take appropriate action.
Practices
Common:
1. Teaching and learning at the school builds on what students know and can do.
2. Teaching at the school allows students to become actively responsible for their own learning.
3. Teaching at the school uses a range and balance of teaching strategies to meet the objectives of the programme.
4. Teaching and learning at the school recognizes and reflects multiple perspectives.
5. Teaching and learning at the school addresses the needs of students who have reached different stages in their development and those who have different learning styles.
6. Teaching and learning at the school is supported by a range of appropriate resources, including ICT.
7. Teaching at the school engages students as critical thinkers with developing views of their own.
8. Teaching and learning at the school encourages students to take appropriate action in response to their own needs and the needs of others.
9. Teaching at the school meets the needs of students who are not proficient in the language(s) of instruction.
10. Teaching and learning at the school promotes the understanding and practice of academic honesty.
PYP:
11. Teaching at the school uses inquiry across the curriculum, and by all the teachers.
12. Teaching at the school provides for grouping and regrouping students for a variety of learning situations.
13. Evidence is collected of each student's engagement with inquiry in its various forms.
14. Students are shown how to reflect on their development and understanding through careful consideration of their work over time, and are able to articulate this development to others.

WHO WE ARE – HOW WE ORGANIZE OURSELVES

Reflection

1. Collaborative planning in the PYP. Essential agreements for this workshop using the IB learner profile.

**INQUIRERS – KNOWLEDGEABLE – THINKERS – COMMUNICATORS – PRINCIPLED – OPEN MINDED – CARING – RISK
TAKERS – BALANCED – REFLECTIVE**

2. Why do we need essential agreements?

COLLABORATIVE PLANNING

“Together we stand, divided we fall.”
Watchword of the American Revolution

“If we want to grow in our practice, we can search in two main places: inside ourselves where we find the best quality of our practice and in our peers where we can learn more about ourselves and about our profession.

... we will find in our colleagues what we need to grow as teachers.”
(Parker-Palmer, 1998)

Collaborative work:

- It helps in create achievement and creativity
- It helps build positive relationships (to create a learning community that values diversity)
- It helps develop socially, psychologically and cognitively .
- It replaces competition in order to achieve a high performance through social interaction

Teachers must take the basic elements of cooperative work into account when they work cooperatively:

Positive interdependence

Individual accountability – personal responsibility

Face-to-face interaction

Interpersonal and small-group skills

Time management

Group assessment: reflect on the process and the decisions taken

Communities of learners need to develop ways of working effectively together.

Understanding how people and teams operate helps us become more effective team members.

Group reflection

- a. When your team gets together to plan, do you find you all keep adopting the same role time and time again?

- b. Make a list of the roles you each adopt while planning.

- c. Do these roles promote team work? YES / NO

- d. If your answer was YES, briefly describe these roles that promote teamwork.
If your answer was NO, identify the characteristics which are necessary for a team to be able to work as such.

- e. Is it always necessary to have a leader in the team?

f. In your school, at each grade level, who is part of the team that develops each planner?

g. Who should be part of that group who is not? Why?

h. What elements are missing when planning? Why?

Standard C2

Checklist

Standard C2
The school has implemented a system through which all teachers plan and reflect in collaborative teams.

Practices:

- | | | |
|---------------------------------|-----------------------------|--------------------|
| 1. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 2. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 3. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 4. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 5. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 6. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |
| 7. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

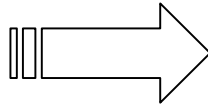
 |
| 8. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Notes:

 |

9. Yes <input type="checkbox"/>	No <input type="checkbox"/>	Notes:
10. Yes <input type="checkbox"/>	No <input type="checkbox"/>	Notes:
11. Yes <input type="checkbox"/>	No <input type="checkbox"/>	Notes:
12. Yes <input type="checkbox"/>	No <input type="checkbox"/>	Notes:
13. Yes <input type="checkbox"/>	No <input type="checkbox"/>	Notes:

The essential elements

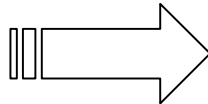
What do we want the students **to understand**?



CONCEPTS

(see page 15 in Making the PYP happen)

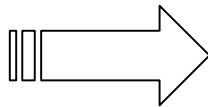
What do we want the students **to know about**?



KNOWLEDGE

(see page 11 in Making the PYP happen)

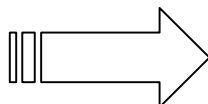
What do we want the students **to be able to do**?



SKILLS

(see page 20 in Making the PYP happen)

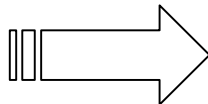
What do we want the students **to feel, value and demonstrate**?



ATTITUDES

(see page 24 in Making the PYP happen)

How do we want the students **to act**?



ACTION

(see page 25 in Making the PYP happen)

The PYP attitudes in relation to planning

What do we want the teachers to feel, value and demonstrate during collaborative planning? Write what evidence would be expected.

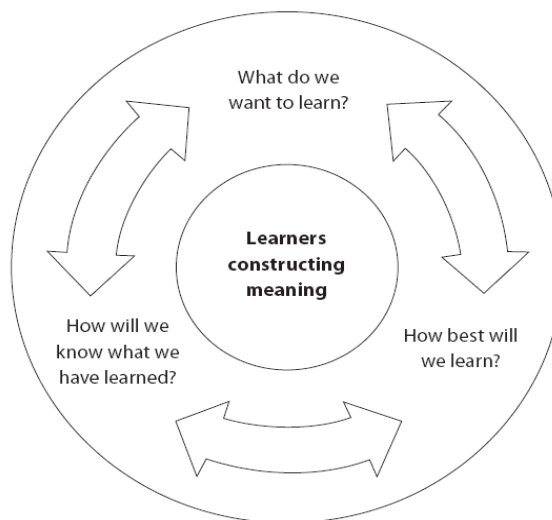
Appreciation	
Commitment	
Confidence	
Cooperation	
Creativity	
Curiosity	
Empathy	
Enthusiasm	
Independence	
Integrity	
Respect	
Tolerance	

The PYP curriculum model

The written curriculum

- IB learner profile
- Concepts
- Knowledge
- Skills
- Attitudes
- Action

Learners constructing meaning: the PYP definition of curriculum



The assessed curriculum

- Strategies
- Tools

The taught curriculum

- Transdisciplinary
- Constructivist
- Inquiry-based

What do we want to learn?

THE CENTRAL IDEA MUST BE:

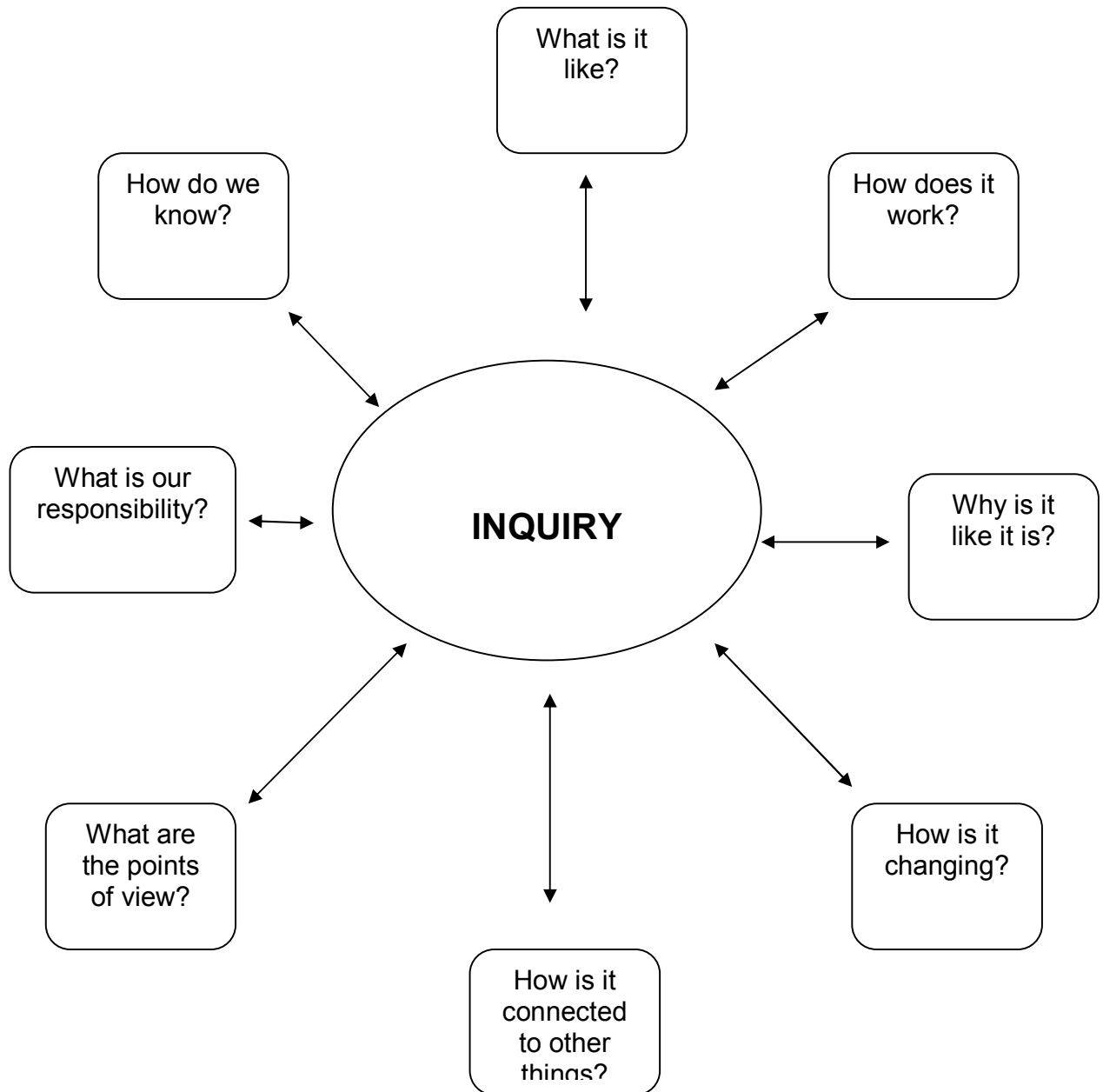
- Relevant
- True
- Powerful
- Transferable
- Universal
- General and global
- Related to the transdisciplinary theme
- Related to the school curriculum
- Not value laden
- Generate more ideas

EVERY UNIT OF INQUIRY MUST BE:

- **ENGAGING**
- **RELEVANT**
- **CHALLENGING**
- **SIGNIFICANT**

Page 14 Making the PYP happen

How best will we learn?



How will we know what we have learned?

Assessing:

- Diagnostic
- Formative
- Summative

Recording: how do we collect and analyse the data?

- Rubrics
- Checklists
- Anecdotal records
- Tasks/tests

Reporting:

- To the student : it will include self-assessment and peer-assessment
- To the whole group
- To the parents

Feedback to the students:

- Specific and concrete
- Positive and constructive
- A description rather than a judgement
- Immediate and to the point
- Focusing on certain aspects to be improved

CONNECTIONS AND REFLECTIONS

What did I learn?

EXIT CARD

What new questions do I have?

Is there anything I would need to clarify from today's sessions?

HOMEWORK

- Read the PYP bubble planner on page 37 through 40 of *Making the PYP happen*.
- Read the article you have been given.

How can we use what we have learnt when working with the PYP planner?

A. MAIN IDEAS OF THE ARTICLE YOU HAVE READ

1.

2.

3.

4.

B. In your group reflect how these readings have helped you better understand the PYP planner and how you will use what you have learnt next time you have to work on a planner.

Each group will assess another group's planner using the following anecdotal record. As these are closed questions, you need to justify every answer you give.

ASPECTS TO BE ASSESSED	
Central Idea	Remarks
Is the central idea a big idea?	
Does it help understand the transdisciplinary theme?	
Is there a summative performance that allows the students to show their understanding of the central idea?	
The lines of inquiry and key concepts / related concepts	Remarks
Are they adequate to inquire into the central idea?	
Do the questions really focus the inquiry in order to uncover the central idea?	
Do the questions/ provocations help explore the concepts embedded in the central idea?	
Stage 3	Remarks
Is the students' prior knowledge assessed together with the skills?	
Is there evidence that other learning is assessed?	
Is there a variety of assessment strategies and tools?	

Stage 4	Remarks
Do they help develop higher level thinking?	
Do they allow for transdisciplinary inquiry?	
Will the activities really explore the questions of Stage 2?	
Will the learning experiences included in this stage allow the student to develop the concepts, knowledge, skills and attitudes needed to successfully tackle the culminating performance?	
Have different teaching strategies been considered?	
Are students grouped in a variety of ways?	
Have specific learning experiences been designed to develop <ul style="list-style-type: none"> a) transdisciplinary skills, b) attitudes, c) the attributes of IB learner profile? 	

Stage 5: Resources	
<p>Have any human resources been included?</p> <p>Are resources varied, creative and will they capture the students' interest?</p>	
Stages 6, 7, 8, 9: Reflecting on the inquiry	Remarks
<p>Is there a written record of the outcomes?</p> <p>What attributes of the IB learner profile, attitudes and transdisciplinary skills were developed?</p> <p>Were there opportunities for students to pursue their own inquiries?</p> <p>How were single subject specialists involved in this unit?</p> <p>Were there opportunities for student actions to take place?</p> <p>Has the time and place for student reflection been included?</p>	

Personal Plan

In your group answer the following questions and then develop your own individual plan to be carried out once this workshop is over.

- What aspects of this workshop would you like to develop further? Why? How?
- What changes will you implement in class? Why? How?
- What changes will you make in your planning? Why? How?
- How will you help develop a learning community in the school? Why? How?
- Which are the main changes you will ask your students to make in class? Why? How?

What? (action)	Why? (justify)	How? (resources, time, details)

In the spirit of the IB mission statement “to become active, lifelong learners...”, what would you like to continue inquiring about?

What does it mean to me??

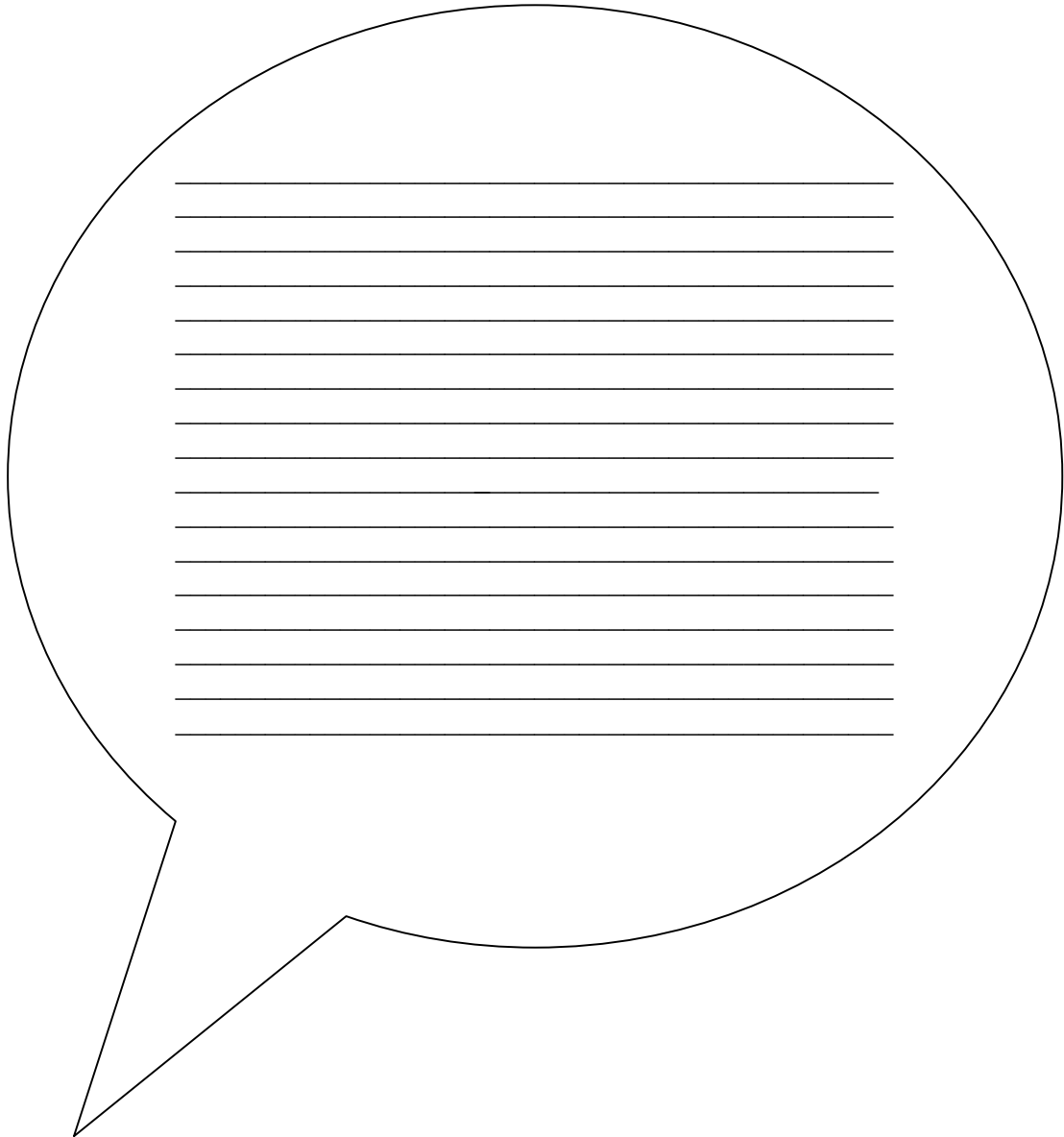
Your own reflections about this workshop.

Which was my initial expectation?	How valuable was this workshop for me at this stage of implementation?	How important is the workshop?
What skills did I need during this workshop?	What resources did I need?	What attitudes helped me in my learning?
Why was this workshop worth the time invested in it?	What attributes of the IB learner profile were present?	What did I learn? What does this mean to me?
Final reflections:		

Group assessment

Group:		Activity:	Date:
Name	Comments on...		
	Preparation	Listening skills	Contribution to group

If this evening while talking to a friend you had to tell her about this workshop... **What would you say?**



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